

Unit Planning Guide: Grade 3 Unit 5 of 9

Unit Title: Fables: Lessons to be Learned	Pacing (Duration of Unit): 3 weeks 20-22
Grade: 3	Buffer Day(s):3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RF.3.3f Recognize and read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

MA.ELA.RL.3.8a Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

WiDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL3.1d Explain their own ideas and understanding in light of the discussion.

SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL3.4 Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas:

- Fables are a type of traditional literature that are believed to have originated over a thousand years ago with Aesop.
- Fables are brief, simple stories originally told both to entertain and to teach people a lesson, or moral.
- Characters in fables are often animals that behave and talk like humans.
- The main characters in a fable often have opposite traits and characteristics important to understanding the plot and the moral.
- The moral of a fable helps us to understand the human experience and lessons about life.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is a fable?
- Why have some fables lasted over a thousand years?
- How do the characters in fables help us to learn about ourselves?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The characteristics of fables: short stories, animal characters, a simple plot, and concluding with a moral
- The purpose of telling stories as fables: common themes and morals depicted in fables.
- How morals reflect life lessons.
- The themes that most reflect their own lives.

Key Academic Vocabulary

Traits

Motivation

Moral

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying and inferring character traits and motivations.
- Inferring common themes from the moral and explaining them in their own words.
- Retelling fables after reading to include the story elements and moral.
- Reading fables and relating a fable's moral to their lives.
- Acting out a fable with a small group of peers.